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## Anderson, Steven Oral History Interview

David Fletcher

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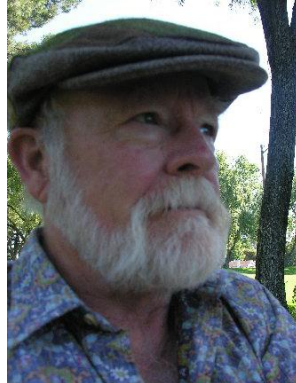
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FACULTY EMERITI INTERVIEWS  
UNIVERSITY OF THE PACIFIC ARCHIVES



**Anderson, Steven (1970-1996)**  
**Professor of Biology**

April 18, 2013

By David Fletcher

Transcription by Mark Linden, University of the Pacific, Department of Special  
Collections, Library

Subjects: Recruitment to and involvement in Callison College; death of Callison College; initial loss of tenure and restoration of tenure; transfer to Department of Biological Sciences; anecdotes and wry comments; an individual viewpoint regarding events during career at UOP.

FLETCHER: This is David Fletcher. I'm interviewing Steve Anderson on April 18<sup>th</sup> 2013. We're at his house at 457 South Tuxedo Avenue in Stockton.

You talked already about coming here and the circumstances that brought you here. Can you say a little more? Maybe repeat some of the things that you said earlier.

ANDERSON:

I should probably mention before we start that I will try to avoid mentioning the names of people still living, although the context will probably usually make it clear whom I'm talking about.

Until 1970, I had spent my post doctoral career as Assistant and later Associate Curator of Herpetology. For personal reasons that I won't go into here, I decided to move to teaching to communicate my knowledge of environmental concerns. I met Boyd Mathias at a meeting, and he recruited me to Callison College, one of the cluster colleges at the University of the Pacific that were created by President Burns. Doug Moore was the Provost of Callison during the first year I was there and I was interviewed by a number of students and met many of the established faculty. It happened to be the first Earth Day, and Boyd was giving a lecture. I was later invited back to give a presentation. In those days, there was no practice of search committees, and votes by the faculty; hiring and firing decisions were made by the heads of the schools, and Doug Moore offered me the job. He said he had to appoint me at the Assistant Professor level, even though Associate Curator is considered the equivalent level as in the academic world. He told me I would be promoted to Associate the following year. Fortunately, he must have written that down, as I didn't have it in writing. The interim Provost the following year did promote me, as Doug Moore had taken a job as President of the University of Redlands. Perhaps the reason for appointing me at the Assistant level was that he fired two of my contemporary appointees, so apparently we were all there on a one-year probation.

Callison College, at the time that I came here, sent its sophomore class to India, accompanied by a faculty member and the faculty member's family. That was an attraction to me. As it turned out, the year that I was scheduled to go abroad with the class, the Indian government kicked out all the American programs as a result of the US having backed Bangladesh in its separation from Pakistan. In any case, I wound up going with a class that went to Japan instead, which was a much different experience for the students than they had anticipated in going to India. Many of them were interested in going to India because the Beatles had gone there, and studied with gurus and so forth, but I think that those that did go to India did have a much broader experience than they anticipated. Of course, in those days, there was an expectation of the use of ganja in Indian culture and religion and so forth. In Japan, the conditions were quite

different, and the use of any kind of drugs or intoxicants among students was strictly prohibited by Kansai Gaidai, the university with which the Callison program was affiliated, but nonetheless, a certain amount of LSD did reach some students in the form of letters marked "Lick this spot." No doubt other drugs made it over there as well. I think many students did get a different perspective on the U.S. by looking from abroad to their own country, which is one of the most important intended aspects of the year abroad program. Allen and Maureen Wilcox went with the students during the fall semester and Kay and I went during the spring semester of 1973 with our 9-10 year-old son, Malcolm. I certainly learned a great deal about the culture and geography, and that fed into my teaching in subsequent years. I was also able to further pursue my research in amphibians and reptiles, and I collected a number of specimens, now deposited at the California Academy of Sciences in San Francisco.

I'm trying to remember the number of faculty that we had at that time, but most were nominally in the humanities or the social sciences. Boyd Mathias and I were the only ones teaching science, and Boyd emphasized the physical sciences and mathematics, whereas I emphasized biology and natural history. I also introduced courses on environmental issues, which I figured was a much needed aspect of teaching in the University as a whole.

FLETCHER: You said something in the past about the faculty... many having been trained in the ministry, and how that impacted the way they viewed the sciences?

ANDERSON: Although only a few of them had realized the goal of being ministers or participating in the ministry, they all retained a sort of missionary zeal for public service, now focused more on the cultural and social interactions of people, humanitarian aspects, and those sorts of things. Most of them had rather forsaken the vowed missionary goals. It was an interesting group as a consequence, because they had had a quite different experience than I had. At that time in history, the humanities and social sciences were often seen as somehow opposed to the natural sciences, which, perhaps tellingly, were sometimes referred to as the "hard sciences." I'm afraid that too often this was a two-way street, all three disciplinary categories disparaging the others. These attitudes tended to be passed from one generation to the next. I was not raised that way, and I could have been happily engaged in many fields in each of these categories. For the most part, there was not as much exchange of ideas among the faculty as I had hoped for. Sometimes, if I tried to engage in conversation with other faculty about their disciplines, this was seen as somehow critical or threatening. Perhaps that says more about me than them.

FLETCHER: So what were the sizes of the classes?

ANDERSON: The sizes of the classes varied from one or two students to, I suppose, twenty or so, small class sizes, and consequently much of the teaching was done in a discussion format. In

my case, it was done as getting the students out into the environment, and I taught a class called Natural environments of California in which I took them on weekend camping trips to various places in the state; emphasizing natural history, and at that time, many of students that we had then were quite enthusiastic about that. Many of them had not had the experience of camping out before, nor cooking in the field, which I largely turned over to them as the semester wore on. The population of students did change after a few years. I had limited my class size to fifteen as I recall, so as not to have too great an impact on the environments that we visited, and to have a more manageable class size. The population of students that were enthusiastic about that began to give way to a population more interested in weekend social events than in being away to go camping. Whereas I usually had a considerable waiting list to get into my field course, it got down to the point where I was almost having to go out and enlist students to attend. However, that was sort of toward the last days of Callison College, and indeed, the cluster colleges.

FLETCHER: Did you have much of an opportunity to do team teaching in Callison?

ANDERSON: Yes, a lot of it was team teaching, and we were all involved, at least for a time, in a course called Heritage of Man, in which many of us gave lectures and led discussions, and the entire freshman class took that course. Various of us led discussion groups. I got along very well with most of my colleagues. There were some notable exceptions. We had, for example, a couple of people who claimed to be anthropologists, but by my definition of anthropology, they weren't even close. I didn't get to know them all that well. One of them took students to Mexico for a semester, and so I was impressed with that, since I like to get people out and into new cultures and new environments, and so on. Only subsequently did I realize that he was exploiting his students in various ways -- especially his female students -- in ways that would have been unacceptable in any institution that I was associated with. I don't think any of us on the faculty or in the administration knew the extent of that. And, in fact, much of it came out much later, after the students had gone off to other education or other careers, and began reporting back some of the things that had happened. The other anthropologist decided to go to law school and so he left. We hired a young person who had had actual training in anthropology and published in his discipline, who was equally enthused about other cultures and the experiences that students would get from visiting other cultures. Particularly in the experience of readjusting to life back in the United States once they had gone abroad, and we had always taught what is called a Reentry Seminar, I guess, but he did take that over, and do it in a much more knowledgeable and organized sort of way, I suppose.

There were many humorous incidences, both in Stockton and abroad, but I'm afraid if I go into those this will run far too long, much longer than anybody will ever want to read. In those days, we had what was called a January term for a month during January, of course -- the first time

that I taught that, I took a group of students to the desert. We traveled around to various desert localities. Again, there were humorous tales to tell about this group, and I don't suppose I'll go into that because for one, I think much of it concerned illegal activities -- on their part, understand, but we were all of adults age, which is another thing I liked about teaching at the University -- I didn't have to abide by any sort of *in loco parentis* tradition that many Universities enforced. At least we all *thought* that; it turned out that the university thought differently.

FLETCHER: Well now, did the curriculum in Callison change while you were on the faculty? How long were you on the Callison faculty?

ANDERSON: Well, I'm not sure exactly, but it seems like it was about seven years or eight years, something like that. The curriculum tended to change more with the students' interest and changing faculty interest and so forth. We had always taught mostly in discussion groups. We tried to minimize lectures and that sort of thing -- although I gave quite a few lectures, I have to admit. Some courses went down better than others in my experience. I taught a course in Human Evolution one time, and I did not have a tremendously large enrollment for that class. We all taught in this Heritage of Man course that involved a large number of lecturing, and various numbers of us doing discussion sections as follow ups to the lectures. I tried to confine myself mostly to the scientific heritage of man. My interests were always very catholic and broader than the sciences, and so I was happy to integrate and to talk with people whose fields were of a more cultural involvement than my research was. I had had a fairly good liberal arts undergraduate education that involved much more of a traditional approach to education, and I had courses in history and literature and things of that nature. I retained my interest and further study in all those areas and tried to incorporate these subjects, in so far as I could, into classes. My approach has always been to integrate things, to look at the large picture. I taught a course in environmental issues. I tried to teach it, not just from a scientific point of view, but from the cultural influences on these problems and the cultural results of these problems.

FLETCHER: When you moved over to the Biology Department -- that was in the late '70s then?

ANDERSON: Yes it was. At that time, the cluster colleges were dissolved. Robert Burns' enthusiasm for them passed with Robert Burns. As only a few people realized, they were going to be on the way out. Most of us were too naive to realize that. In fact, at one point, I was asked by the chairman of the Biology Department to either move over to the Biology Department, or to seek my fortunes elsewhere. Well, that was before the dissolution of the cluster colleges. I protested that if I left the cluster colleges, most of the science would go out of the curriculum, and he was persuaded of that, but obviously, the orders had come from higher up. I asked to go speak with the then Academic Vice President Clifford Hand about it, and I talked at great length about it, and he seemed to be persuaded at that time, that it was worth

leaving me in the cluster colleges. However, of the reasons to deny me tenure when I first went up for tenure, is that I had not taught large classes -- which was not true, I had taught classes comparable to other courses in the University. It turned out that the real reason for wanting to dismiss me at tenure time was that students acted, as adventurous students of that time will. On one year in my field trips, I took them to Pyramid Lake and they were grouching somewhat about the monotonous terrain on our route to get there on Nevada highways, but then we came to this lake, which seemed very unexpected to them. They were extremely enthusiastic, and the first thing they did was to strip off all their clothing, and to go swimming in the lake. There were some other incidences that I won't mention, but the consequence was as a result of having saved a place as -- at the request of the Sports and Recreation Department for a young woman whose father was a minister and had had very strict and conventional upbringing, had gone to her advisor and protested that in the two field trips in which she had participated, people were drinking beer and smoking dope and no learning was taking place, but as it turned out they couldn't really get me on those charges since we were dealing with adults, nominally, and we didn't have an *in loco parentis* kind of thing -- yet, I had been expected to carry one out nonetheless (this had never been explained to me). Consequently, they had to find other issues, such as the fact that I had not taught large courses and would not be suitable to move over to the University of the Pacific at large, the College of the Pacific. My unwillingness to move over, as it was interpreted from talking with Cliff Hand, was that somehow I would not be amenable to such a move, and that I was not the kind of person that would be suited to College of the Pacific's curriculum. This was spread about amongst the faculty, and consequently, there was not a great outpouring of support for me by the COP faculty at that time. As it turned out, the promotion and tenure committee was chaired by Cliff Hand, the Academic Vice President -- and this was a follow up to evaluations carried out in the individual schools and departments, and I had gotten positive recommendation from Callison College, or so I thought. But as it happened, the advisor to this woman, who dropped out and told her advisor about these things, and that there was no learning going on, reported this to the committee, and although she abstained, the committee was split with one dean and one student and one faculty member voting in my favor, the other deans voting against me, and so Cliff Hand had to -- I don't know had to -- but he reported out this ambiguous decision on the part of the committee to whatever it's called. The regents and department chairs and that kind of thing.

FLETCHER: Executive Policy.

ANDERSON: Executive Policy Committee...ultimately made a judgment. And the president -- it was McCaffrey at that time -- said that he was not ready to vote for me for tenure, and he wanted a show of hands. I think there was one person, Syd Turoff, that voted in my favor in that committee. Fran Hunter, who was the chairman of the Biology Department, had come voluntarily over to speak on my behalf, and I guess he wrote something also to the committee

saying that I had more publications than anybody in the department, other than himself, and that I had taught courses in the department, but they never called him in to the committee meeting. He was left sitting outside. So I was denied tenure at that time. I had insisted on going up for tenure at that point because that was the AAUP guidelines -- that you would go up for tenure and promotion the year before your seventh year. But the composition of the promotion and tenure committee changed during that year significantly, and I was granted tenure the following year, which was the year that they thought I should go up for tenure. By that time, I had somewhat more faculty support. But I spent a year looking for other jobs since I had not been granted tenure the first time around, and had to presume that I would not be given tenure subsequently, and what I discovered was that if you were denied tenure at the University of the Pacific, no larger institution -- perhaps lesser universities as well -- would look at your resume. That was discouraging for me, but after all, I was naïve at that time. It was a highly stressful year, especially as only one university, University of Southern Mississippi, had expressed any interest in my application and had asked me to send them all my publications. Then I didn't even get an interview. As you may imagine, I was not keen on moving to Mississippi, but I took it as a very bad omen for my future. So, I went back to teaching with something of a resentment, I have to say. I became more and more critical of both the curriculum and the administration of the University as a consequence. The Biology faculty were very good to me: they were very collegial. They were supportive, and I have to say that I liked every one of them quite well, and felt supportive of them. But the tenor of the thing had changed, because the students that I found most interesting were replaced by those who were bound for pre-professional schools, dentistry, medicine, pharmacy, veterinary medicine, though very few people got into Veterinary Medicine from the University of the Pacific. The residents of California have to attend Davis as their veterinary school, or did at that time anyway, and their standards were much more rigorous than the medical schools. Actually, not too many of them got into medical school either, and wound up in dentistry or pharmacy. But, such was the way that our program was regarded in those days, or still, for all I know. My classes that I had designed in Callison became less than popular in the Biology Department. I still taught Environmental Issues in California, or Environmental Issues, period. I always had a global presentation about the course. Again, I tried to incorporate as many aspects of the curriculum as I could into the teaching of that class. The California Environments class dwindled to essentially nothing. I taught a course in Human Biology once, with an Anatomy lab, because the department did get cadavers annually. That wasn't too popular either, as it turned out. I taught a graduate seminar, which was designed to be very integrative and approach a single question from many different levels. That went on for two three years, but eventually, they lost interest in that. I began to take another approach, teaching a seminar in human evolution, but most of the students neither had the background nor the interest in pursuing that. I began teaching courses at the college primarily, as well as the general studies program. I also began teaching a



course in Diving Biology because the University, in its great wisdom, had dispensed with the one thing, the one aspect of research that it was known for, which was the marine station. I was very disheartened by that. One of the things that I was particularly disheartened with was that they virtually gave the Library of the Marine Station to the director, who was starting his own firm. I had pushed for giving the library to one of the other marine stations already in existence. On long term loan if necessary, but that was dismissed with. We were encouraged by the library to go through the library holdings, and if there was something that we really wanted, we could bring it over to the University. Well, most of the library was technical and really not too appropriate for the kind of teaching we did. I began teaching a course in diving biology, and that necessitated becoming certified to teach scuba diving, as most of the students had no certification to begin with. That became sort of an end in itself in that I insisted upon somewhat more rigorous learning of scuba diving than what was conventional in the various dive shops and so forth. I had them out conditioning almost daily before we ever went on any diving trips. That was fairly successful. One of the people who joined me in order to get university credit, but who was an experienced dive instructor also, was a policeman in the University Police Department, and we worked pretty well together, but he was only with me the one year. That course developed fairly well. I eventually restricted it to people who were already certified divers so we could emphasize the Biology more. I felt, at the time, that that was a contribution on my part. Connor Sutton had been teaching the diving prior to that, but he had retired from that activity, so it was up to me to take it over for my own students who were doing the Diving Biology.

I did feel good about the Department of Biology itself. We seemed to be more congenial than many of the COP departments. In fact, I served on a few evaluation committees of faculty in other departments. One department particularly, it was like turning over a rock. When I interviewed the various faculty members in that department, they were trying to get a young woman out because she had allegedly participated in sexual activities with students, as an inordinate number of male faculty had done, but in her case, being a female, it was unacceptable. At least she wasn't cheating on her spouse, as many of the males were doing. There were other kinds of incidences that discouraged me about the faculty participation in administration. I felt that our participation in the administration of things, with their endless committees, was simply to make public the idea that faculty had something to say about things. It was usually a foregone conclusion before we ever started -- what important outcomes would come out of those committees. The one exception I think was the faculty research committee, where we actually awarded funds -- startup funds -- for research in the various departments, not just the scientific departments, but also arts and humanities, and in fact, any of the departments. So I felt that was actually a positive contribution, but otherwise I felt my participation in committees was less than productive.

FLETCHER: Did you get involved with anything like developing general education programs?

ANDERSON: Well only with Biology. I did not participate in the mentor programs and that sort of thing. My own course in Environmental Issues was a general education course. The Natural Environments of California, while it was going, was a general education course. At one point, I guess, I was asked to participate in the Mentor Program, and from what I could gather, from seeing the kinds of things that they were reading in discussion in the Mentor Program, was that the people who taught it were completely unprepared to teach such a course. I had volunteered to teach the third year Mentor course at one point in exchange for having -- I forget exactly what -- starting the semester late because I was abroad or something like that. I had stipulated that I would direct this third year program, but they were then breaking it down more into departments then, University-wide, and so I said that mine would look at the time of Charles Darwin, what he had read, things that were influential to him, and how his work had influenced society consequently. At that time, I guess, all the mentor programs were focusing on readings decided by committee as a whole. I did not ever particularly agree with the person that was chairman of that, overseeing that program at that time, and I made it quite clear that I was not going to follow that program. Subsequently, they told me never mind, so that was my only experience with the Mentor Program. I was never asked to lecture in it or any of those things.

Most of the best stories are about personnel and their interactions with students and with each other. As most of the people involved are still alive, I will not go into one of the most interesting aspects of my time at UOP.

FLETCHER: Well, talk about some of your most memorable faculty colleagues.

ANDERSON: I suppose the most memorable ones were all at Callison College because they were really a different breed of cat than the people I was used to. I was influenced by the Biology Department. There were people in the University -- David Fletcher in Engineering, Bruce LaBrack -- who had been at Callison and had moved over to Social Sciences. I'm trying to think who else, but people who had an actual intellectual interest in their fields seemed to be few, or at least reluctant to have a serious conversation about such things with me. I took a poetry course, I think three times, from Gilbert Schedler. That was an interesting exercise. It must have influenced me positively since I took it three times. Another person who I became attached to was Richard Tenaza... he certainly is one of the most interesting men that I've ever known, who has been an explorer and adventurer and amateur archeologist and anthropologist, as well as teaching in animal behavior, his professional discipline. He's traveled every continent, including Antarctica and done research there. He has also had a natural history approach to his courses on behavior, as well as in his course on conservation biology. I guess I might also mention that he saved my life when I broke my spine when we were hiking off-trail in 2010. I also had a great

respect for Jerry Hewitt. I should mention Larry Meredith, who is a very interesting and unique personality, although difficult to engage in serious conversation. His teaching, his humor, and his activities as University Chaplin brought new perspectives to many throughout the University. I see that I have broken my vow not to mention names of people still with us, but as I am only praising them and not telling unseemly stories about them.... Oh, I must also mention three others no longer with us -- Joan Bondurant at Callison, who had boundless knowledge of India and had published many books and papers while a Professor at UC Berkeley, and Richard Van Alstyne, Distinguished Professor at Callison College. He was one of the founding faculty of the college and had retired from The University of Southern California, where he had published influential books on American history. His influence on me was principally through his books. He saw the American Revolution and our other early wars as a western front of a larger Atlantic conflict among the major European powers. Mike Minch in the Chemistry Department was one of the most broadly interested of all of the faculty I knew and a true autodidact outside his own field. I must tell one story that characterizes him. He was diagnosed with multiple myeloma, always a terminal diagnosis, although often prolonged. He wasted none of the time he had left, saying it was the most productive period of his life. He took a leave to study in Holland and finished a textbook he had worked on for some time, in spite of undergoing radiation and chemotherapy he wanted to stay alive long enough to see his son graduate from high school. In the week before he died, when people were asking him what we could do for him, he said that he had not yet found time to read about the Dutch Huegonauts, and he would appreciate a book about that. He knew he had no prospects of taking his knowledge and interests into some next life, but that was the person he was. The more I think about it and as I edit the typescript, I think of so many others. I guess I can say that I learned something from everyone I had more than a passing conversation with. I learned a great deal from preparing the many courses I taught over my 26 years (far too many courses). I can only hope I influenced some others in a positive way. It should always be a two-way street. I know that I was regarded by most of my colleagues as a very cynical person, certainly not a very endearing character trait. I always thought of myself as an idealist who got mugged. I have sometimes said (as I did at the retirement dinner) that I came here with my idealistic hymen intact, but somewhere along the line I was raped. Not a very endearing remark.

FLETCHER: I'm going to have to cut.... Let's just....

FLETCHER: So we are continuing on with the interview of Steve Anderson. Steve you mentioned that some of your most memorable things are about your colleagues, some of the more enjoyable parts. Say a little more about, that if you would.

ANDERSON: Well let's see what I've already said. I was always very fond and supportive of my colleagues. I liked everybody in the Bio Department. I liked almost everybody in Callison

College. I enjoyed my interaction with other people in the faculty and different departments, although that became somewhat constrained after the Cluster Colleges shut down. If I had to find the most pleasurable aspects of teaching at the University, I suppose it would be the contacts with my colleagues and what they taught me. What they stimulated me to do. I think I respected most of them, and I liked the ones I didn't particularly respect.

FLETCHER: As you look back over the time you were in the Biology Department, did you have any input in the changes in the curriculum that brought in the different accelerated programs for Pre-Professional education?

ANDERSON: My attempted input was roundly ignored, because it was not a decision by the department. It was a decision by the higher powers, whatever those are. I was opposed to these accelerated programs, because I have known many physicians, pharmacists and dentists who are woefully undereducated. They do not think broadly. They do not understand the evolutionary foundations of their practices. They do not understand the importance of the liberal arts, and so no, I was opposed to all of those programs, as I think were most of my colleagues, but we didn't really have a say in these determinations.

FLETCHER: Did you have any administrative responsibilities at all while you were...

ANDERSON: None whatsoever. I assiduously avoided anything of the kind, as I think the administration was perfectly happy about.

FLETCHER: Well, the thing that has always interested me was the change in students over the time that I was at Pacific. Tell us a little bit about your experiences. I know that you had two really distinct groups of students you worked with.

ANDERSON: I found that they became a lot less interesting. I suppose, mainly when I was reassigned to biology... I can't resist telling of the fact that I told one prospective recruit to the Biology Department faculty who was asking whether or not the University, assuming perhaps that the University of the Pacific was like the Pomona Colleges in its quality and what not. I told her well, just to give you a practical example, I have never heard in the Department of Biology, any discussion among the students about the material covered, other than what was going to be on the exam. So for me, that kind of characterized the interest and the communication to Biology that the current students had, but that's only the one department. I can't speak for any other departments, and I certainly wasn't privy to all student conversations. My attempts to disillusion a new candidate were not well taken by the other members of the department, but I don't believe it is fair to the applicant, the department, or the field of biology to hire people under a misapprehension about the job. When a subsequent applicant for the position was being discussed, I asked if anyone on the search committee had read her papers and the self-

appointed alpha male of the department took it upon himself to publicly chastise me for acting like such an asshole. At that point I felt I had lost my affiliation with the department.

FLETCHER: Over the time that you were here, did you notice a change?

ANDERSON: Oh yes. Well, my main change was my reassignment to the College of the Pacific. I think one of the things that I became especially aware of -- I don't want to over-generalize -- but many more Asian American students came into Biology, and as a consequence, many of them felt an obligation to the desires of their parents, because it's a tradition, and simply did not consider what some of the career alternatives might be, especially as the pre-professional majors were concerned. I thought that was unfortunate, but I recognize what the cultural background of that is.

FLETCHER: How about faculty? How would you describe the differences in the faculty over the time you were at Pacific?

ANDERSON: Well I'm not sure how to characterize that, because my early experience was in the Cluster Colleges, and subsequent experiences in the College of the Pacific. Of course, the faculty that came in subsequently were much more traditionally oriented. In Biology, we had a person who was chairperson of the department for quite a number of years, although we previously rotated that assignment. He seemed particularly oriented to his own view of what biology should be, but we did have more faculty input into the hiring/firing positions, so I'm not quite sure how much influence he had, although, because of that, we did get a new building. He was quite a developer and builder of the department, as for biology, it shifted away from the organismal and natural history approach to a molecular approach to Biology, as it did in many universities around the country. The molecular approach has contributed many, many positive things to Biology. However, it has tended to exclude the natural history approach to things, and in that I include behavior, evolution, ecology, and animal and plant physiology. Everything has become molecular as the bar that is set, and I find that somewhat inappropriate, although I appreciate all of the contributions that Molecular Biology has contributed to Biology. So I suppose that's all I have to contribute to that.

FLETCHER: So let's talk about administrators. You certainly had your share of go a-rounds with administrators. How has that changed over the period of time you were at the University?

ANDERSON: I'm not sure it changed all that much. As I say, the administrator of Callison College at the time I came, Doug Moore, made an extremely positive impression on me, and perhaps I would not have come if he had not been the person he was. I don't want to talk too personally about subsequent administrators at UOP. I definitely had problems with Allistair McCrone, who was the academic vice president and acting president until McCaffrey returned after his year abroad as...

FLETCHER: The Rotary President.

ANDERSON: President of the Rotary. We had a couple of set-tos. One of the early difficulties was that we used to have these freshman retreats in various places, and we had one, I don't know, some place in the foothills of the Sierra, I forget what the name of it is right now. Among other amenities, they had a nice swimming pool, and I remember walking, toward the swimming pool, and my son Malcolm was coming down from the pool ... and he said "Dad, everybody is having a great time skinny dipping in the pool." I said, Oh? Let's see about that. We went up, and sure enough, almost all of the students, and a number of the faculty, were undressed, and my wife and I quickly joined them as did my son, as did the son of the Provost of Callison College, and it was promoted by Allen Wilcox, who was our resident artist-ceramicist, and who had spent time in Japan, and thought this was a good initiation into Japanese culture, since everybody was going to Japan that year. Well, unfortunately, that word got out, and all of us were called on the carpet, one by one, including the provost, and we were chastised broadly. And apparently, one of the inspirations for this chastisement was the fact that one of the students that had been there had dropped out after this. We subsequently discovered that she dropped out because she had gained access to Stanford University. But she had loved the experience of this freshman orientation, and was sorely tempted. But: Stanford over the University of the Pacific? I'll let you draw your own conclusions about that. We were subsequently called on the carpet individually by the academic vice president, Allistair McCrone, and asked about this. He was clearly shocked about all this, and I told him I've been on a number of geology fieldtrips in which people stripped down to go into hot springs (he was a geologist), and that didn't make too much of an impression on him. Anyway, we all had this personal interview. Fortunately, most of my colleagues were already tenured at that point, although I was not. My suspicion always was that a note had gone into our files: never tenure these people. But in any case, I'm sure that played into my tenure decision. I guess that's all I have to say about that incident.

FLETCHER: Maybe talk a little bit about staff members that you worked with over the years that were helpful?

ANDERSON: Well, initially when I went over to the Department of Biology, [Sarah Shilling was the secretary, and she was extremely efficient, and helpful, and so forth. And then Ginger Tully became the secretary after she retired. Ginger became the administrative secretary in the Department of Biology. She was a wonderful person. I enjoyed working with her immensely, although she tended to be a little gossipy about faculty and students, which sometimes got me in trouble, but overall, I enjoyed her very much. There are some stories I could tell about that...

FLETCHER: You were talking about changes in staff, Ginger and the...

ANDERSON: Oh, yeah. Well Ginger was a very loyal person to the Department of Biology, and she arranged many parties and committee meetings where we had pizza and other things. She was a good person to have known. Well, I still know her. She is a wonderful person.

FLETCHER: Did you have the occasion to know many of the Regents of the University?

ANDERSON: Never. No, I did not.

FLETCHER: How about Alumni? Have you had much interaction with Alumni?

ANDERSON: Just occasionally; not very much interaction... which makes me feel guilty about not having as much communication as I ought to have had with my own professors, especially my undergraduate professors who influenced me profoundly. I've tried to rectify that at least to some extent, but many of them are gone.

FLETCHER: What was your overall relationship between faculty administrations at the University when you were there?

ANDERSON: Not good. As I say, because of different agendas, the administration is answerable to the Regents, and the faculty resists loyalty to the administrators. Deans particularly serve as pissing posts for both the faculty and the administration, so they are in a very unenviable position.

FLETCHER: If you think back to Callison College, and the time you were there... it had been in existence for what, about eight or nine years by the time you got there?

ANDERSON: Not that long, no. I think that I got there about the third iteration of the program, so there had been a freshman class and a class that went abroad, and then subsequent classes that had gone abroad.

FLETCHER: So it started '66, '67?

ANDERSON: Something like that.

FLETCHER: So that lasted until the mid to late seventies. What's your overall impression of the success of the college, independent of whether the administration decided to close the college?

ANDERSON: Well, quite successful I would say, in spite of the fact that it was never intended as a preliminary for careers in international studies. Quite a number of the alumni have gone into such I think, and been involved in subsequent education to prepare for careers abroad in some form of intercultural exchange. One of the things I should say is that following the disintegration of the cluster colleges, SIS... what's that an abbreviation for?

FLETCHER: School of International Studies.

ANDERSON: School of International Studies was established, and it was much more formally and conventionally organized, and they sent students abroad to various locations, not as a class, but individually. Many people in the University, including some in the cluster colleges, saw it as extension of Callison College. Some of the alumni saw it as an extension of Callison College. However, its goals were quite different. It was a preparation for, to a large extent, careers in international participation in one way or another. However, I don't have any data to support this, but I think the Callison program put more people into international involvement than did SIS. Now, SIS has been going much longer, and so this impression comes to me through others, but the intentions were entirely different, as far as I'm concerned. The intentions of the Callison program were to get students to have a broader perspective on intercultural affairs. It was essentially a liberal arts program because of the people involved in it. Faculty and administration, I should say. Their intention was to get students to reflect back on their own culture as a result of their study abroad experiences, whereas the program of SIS, in which I was never extensively involved, was to more formally introduce people to intercultural affairs, and perhaps professions. Some of the original faculty of Callison were also involved in this, seeing SIS as an improvement somehow over Callison College, but I never did, because I thought their goals were quite different. I don't know what else to say about that.

FLETCHER: Well, during the time you were at Pacific, we had a number of pretty controversial things take place. Talk a little bit about your impressions of those.

ANDERSON: Well I don't know. Be more specific, I can't... I know we did but I can't think of...

FLETCHER: Well, for example, not long after you came, there was a salary freeze, and then there was another one about ten years later. We had problems of a vote of no confidence, and President McCaffrey, and the sort of changeover in the Board of Regents that occurred during Bill Atchley's term. Then we're getting pretty close to when you retired but...

ANDERSON: It's difficult for me to assess that, because I know there were economic strictures on what we could do. On the other hand, it seemed like the faculty and students had to bear most of the brunt of those strictures. More than that, I really can't say... I know the faculty suffered in respect to other places with further constraints on their remunerations and benefits, but I don't know the details of that. I once did a calculation of what the freeze on salaries meant in the long term, because for one thing, we were shifted in our salary. I don't know what you call it, but calculations, whatever...remuneration from the fall to the spring, and I calculated that, with my lack of keen mathematical ability, just simply adding and subtracting, that that cost us a great deal of money, much more than the administration alleged would happen to our future salaries, and so on. Apparently, most faculty had not made those kinds of



calculations, but it was bound to influence our remuneration many decades down the road. Again, I don't know how much to say about that. There seemed to be a reluctance to look at the big picture, as there always seemed to be at University of the Pacific. In any event, it was accomplished.

FLETCHER: You retired in '98. Is that right?

ANDERSON: I retired in 1996.

FLETCHER: '96 oh, I'm sorry.

ANDERSON: So, I have only my long term memory to rely upon, which is somewhat better than my short term memory, but not entirely to be taken at face value.

FLETCHER: If you were to sort of reflect back on your time here at Pacific, and what your expectations were when you came and what things were like when you left, would you say that, over all, it was ah...what you expected?

ANDERSON: No, not at all what I expected. Again, I was very naïve when I came here. I had not been involved in a teaching program before, just incidental sort of moonlighting teaching. There were many positives, one of which was the opportunity to go to Japan, and a sabbatical which allowed me to go back to Iran, which I had visited prior to coming to University of the Pacific. Those opportunities led to a career, essentially, in research regarding southwest Asian biological diversity. I am very grateful for that. Another sabbatical allowed me to go to Turkmenistan, both for meetings and for a certain amount of field research there. So again I'm grateful for that. The program for sabbaticals was very generous, and I concentrated mine on research. Other people concentrated on teaching aspects and other things, but I'm quite appreciative of the sabbatical program the University had.

FLETCHER: When we started this conversation, you talked a little bit about the quality of the institution. How do you feel that has changed over time?

ANDERSON: I'm not sure I have an opinion about that. There has been a shift away from the liberal arts, as far as I can discern, to a much more professionally oriented approach to education. When I retired-the thing that decided me to retire was a talk by the new Provost, aka Academic Vice President, to the faculty, which persuaded me that he had misunderstood where we were, or who we were, and that we were more or less University of Phoenix. He made some rather unpleasant statements of the progression that we should have. He said, for example, that modern languages could be taught through the internet. Although he had had experience in a previous assignment in creating a geography program, he seemed to have no further interest in geography. As a consequence, when the meeting was finished, I went right

down to the COP Dean's office, and announced that I was retiring. That probably sums up my opinion of the direction in which I perceived the University to be going at that point.

FLETCHER: What about the relationship between the University and the community? Can you contrast what it was like when you came, to what it was like when you retired and today?

ANDERSON: I can't really, because at Callison we had a program, I don't remember exactly what it was called, but it was a community involvement program, in which students were actually required to participate in some of the problems of the community, and I don't think the University as a whole was ever involved in that sort of thing. Oh, it was called Stockton Projects.

FLETCHER: Well the University did have a community involvement program campus wide.

ANDERSON: Yeah, campus wide, but I think we tried to involve our students on one to one basis with people in the less privileged areas of Stockton. In fact, while I was at Callison College, I team taught a course with Tappan Monroe, who was an economist at Callison, and we did quite an extensive hands on course about the projected plans of the city, with respect to the environment, social communities, placement of the cross-town freeway, which subsequently went ahead and cut off the less privileged from the well privileged in Stockton, and ran right across the headquarters of the police department at that time. With the end of the Cluster Colleges, I think that dissolved, but I did not know that much about the organization of the College of the Pacific at that time. I'm not sure what more to say about that.

FLETCHER: What do you think about the perception of the University within the community? Has that changed?

ANDERSON: Well, when I first came here, in my discipline, the only thing that was known about the University of the Pacific was the marine station. But, what was known generally about the University was that... what's his name, the quarterback... maybe you know?

FLETCHER: Eddie La Baron?

ANDERSON: Eddie La Baron and Sam Bass.

FLETCHER: Dick Bass.

ANDERSON: Dick Bass were the ones who characterized the University for most people beyond the University community. Football was the main interchange between the University and the community as far as I could perceive. The University did have, eventually, a community involvement project, which involved getting people from the community, who would have otherwise not had an opportunity to attend the University, to attend and profit from the University experience. Subsequently, football, which turned out to be a huge drain on the

economics of the University, was done away with. Too much dissatisfaction on the part of the Board of Regents and the community in general, for whom this was their primary and sometimes only contact with the University. I'm not sure what transpired after that as far as involvement, town and gown kind of experience with the community.

FLETCHER: Well, I think we've covered most everything. Is there anything else you'd like to add?

ANDERSON: Oh, there is probably about three hours of things that I could easily expand on, but to avoid any charges of libel or slander, I will refrain from further comment.

In any case, we are far enough into the gin bottle that I'm no longer coherent. No one is going to read this crap anyway.

FLETCHER: Okay, thank you very much Steve.